WRITING CONTENT

High School

WR-HS-1.1.00

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by
- **Narrowing the topic to present an idea or theme**
- **Choosing a perspective genuine to the writer**
- **Analyzing and addressing the needs of the intended audience**
- **Adhering to the characteristics of the form**
- **Applying a suitable tone**
- **Allowing voice to emerge when appropriate**

DOK 4

WR-HS-1.1.01

In Reflective Writing,
- *Students will evaluate personal progress toward meeting goals in literacy skills*
- *Students will analyze needs of the intended audience*
- *Students will apply suitable tone or appropriate voice*

WR-HS-1.1.02

In Personal Expressive Writing,
- *Students will communicate the significance about a life experience of the writer by focusing on life events, relationships, or central ideas*
- *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)*
- *Students will sustain point of view*
- *Students will apply a suitable tone or appropriate voice*

In Literary Writing,
- *Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary*
- *Students will apply characteristics of the selected form (e.g., short story, play/script, poem)*
- *Students will sustain point of view*
- *Students will apply a suitable tone or appropriate voice*
- *Students will apply a fictional perspective in literary writing when appropriate*

WR-HS-1.1.03

In Transactive Writing,

- *Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing*
- *Students will develop an effective angle to achieve a justifiable purpose*
- *Students will justify what the reader should know, do, or believe as a result of reading the piece*
- *Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect*
- *Students will apply a suitable tone*
- *Students will allow voice to emerge when appropriate*

WR-HS-1.2.00

Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by

- **Developing logical, justified, and suitable explanations**
- **Developing relevant elaboration**
- **Explaining related connections or reflections**
- **Applying idea development strategies appropriate for the form**

DOK 4

WR-HS-1.2.01

In Reflective Writing,

- *Students will describe own literacy skills, strategies, or processes*
- *Students will analyze own decisions*
- *Students will evaluate own strengths and areas for growth*
- *Students will support claims about self*

WR-HS-1.2.02

In Personal Expressive/Literary Writing,

- *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
  - *Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate*
  - *Students will develop plot/story line appropriate to the form*
- *Students will develop an appropriate setting, mood, scene, image, feeling or story line*
- *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect*
- *Students will incorporate reflection and insight*

WR-HS-1.2.03

In Transactive Writing,

- *Students will communicate relevant information to clarify and justify a specific purpose*
- *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)*
- *Students will develop explanations to support the writer's purpose*
- *Students will synthesize research to support ideas*
- *Students will incorporate persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion) when appropriate*

Bold – State Assessment Content Statement   2

Italics – Supporting Content Statement

WRITING STRUCTURE
WR-HS-2.1.00 **Organization: Students will create unity and coherence to accomplish the focused purpose by** • **Engaging the audience** • **Establishing a context for reading when appropriate** • **Communicating ideas and support in a meaningful order** • **Applying transitions and transitional elements to guide the reader through the piece** • **Developing effective closure** **DOK 3**
WR-HS-2.1.01 *In Reflective Writing,* • *Students will engage the interest of the reader* • *Students will establish a context for the reader* • *Students will communicate ideas and details in a logical, meaningful order* • *Students will apply the acceptable format of the genre* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*
WR-HS-2.1.02 *In Personal Expressive/Literary Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*

WR-HS-2.1.03
In Transactive Writing,
- *Students will establish a context for reading*
- *Students will apply the accepted format of the genre*
- *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose*
- *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader*
- *Students will apply paragraphing effectively*
- *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate*
- *Students will create conclusions effectively*

WR-HS-2.2.00
Sentence Structure: Students will create effective sentences by
- **Applying a variety of structures and lengths**
- **Maintaining parallel structure**
- **Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate**
DOK 3

WR-HS-2.2.01
In Reflective Writing,
- *Students will develop sentences of various structures and lengths for effect*
- *Students will maintain parallel structure*
- *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate*

WR-HS-2.2.02
In Personal Expressive/Literary Writing,
- *Students will develop sentences of various structures and lengths for effect*
- *Students will maintain parallel structure*
- *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate*
- *Students will arrange poetic language in a meaningful order*
- *Students will apply poetic line breaks effectively*

WR-HS-2.2.03
In Transactive Writing,
- *Students will develop complete, concise sentences or apply unconventional structures for an intentional effect when appropriate*
- *Students will maintain parallel structure*

WRITING CONVENTIONS

WR-HS-3.1.00
Language: Students will exemplify effective language choices by
- **Applying correct grammar and usage**
- **Applying concise use of language**
- **Incorporating strong verbs, precise nouns, concrete details, and sensory details**
- **Applying language appropriate to the content, purpose, and audience**
DOK 2

WR-HS-3.1.01
In Reflective Writing,
- *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect*
- *Students will apply language concisely*
- *Students will incorporate language appropriate to the content, purpose, and audience*

WR-HS-3.1.02
In Personal Expressive/Literary Writing,
- *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect*
- *Students will incorporate language based on economy, precision, richness, and impact on the reader*
- *Students will develop ideas through descriptive or figurative language*

WR-HS-3.1.03
In Transactive Writing,
- *Students will adhere to standard guidelines for grammar and usage*
- *Students will apply precise word choice*
- *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*

WR-HS-3.2.00
Correctness: Students will communicate clearly by
- **Applying correct spelling**
- **Applying correct punctuation**
- **Applying correct capitalization**
- **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
- **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)**
DOK 2

WRITING PROCESS	
WR-HS-4.1.00 **Prewriting**	• Establishing a purpose and central/controlling idea or focus • Identify and analyze the audience • Generate ideas – mapping, webbing, note taking interviewing, researching, and other writing-to-learn activities • Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.
WR-HS-4.2.00 **Drafting**	• Write draft(s) for an intended audience • Develop topic, elaborate, explore sentence variety and language use
WR-HS-4.3.00 **Revising** (Content/Ideas)	• Reflect to determine where to add, delete, rearrange, define/redefine, or elaborate content by conferencing with self, teacher, peer(s) • Check for accuracy of content • Consider voice, tone, style, intended audience, coherence, transitions, pacing • Compare with rubric criteria and benchmark papers/models • Consider effectiveness of language usage and sentences to communicate ideas

WR-HS-4.4.00
Editing
(Conventions and Mechanics)
	• Check for correctness with self, teacher, or peer(s)
	    • Language usage
	    • Sentence structure
	    • Spelling
	    • Capitalization
	    • Punctuation
	    • Documentation of sources
	• Use resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks)
	• Read aloud

WR-HS-4.5.00 **Publishing**	• Share final piece with intended audience

WR-HS-4.6.00
Reflecting
	• Reflect upon
	    • Goals as a writer
	    • Progress and growth as a writer
	    • Who or what has influenced progress and growth
	• Approaches used when composing